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THE CONTENTS

	Page
Editorials:—	
Horace Mann's Gubernational Defeat	147
Positive Versus Negative	147
Sabbatical Year	148
Opposition to Public Schools	148
The Rockefeller Service	148
Horace Mann, Personally and Professionally	149
As He Found It	149
Law and Legislature	150
Educational Champion	151
At Home and at School	152
The Normal Schools	155
Opposition	157
Mr. Mann's Reports	158
The Famous Seventh Report	161
"Remarks" of the Masters	162
"Reply" to "Remarks"	165
"Rejoinder" to the "Reply"	167
The "Answer" and the Crisis	168
Statesman or Politician	171
At Antioch College	171
Horace Mann	172
A Smile	172
Education in Action	173

Department of Superintendence, Cincinnati, February 22-26, 1925.

HORACE MANN'S GUBERNATORIAL DEFEAT

The final misfortune of Horace Mann in Massachusetts which led him to accept the urgent appeal to go to Antioch College, Yellow Springs, Ohio, was the failure of his friends to create a new political party, the Free Soil Party, in Massachusetts, in 1852. The political situation in New England was in a very bad way, and the culmination of the "bad way" was the nomination of Franklin Pierce of New Hampshire for the Presidency by the pro-slavery people of the South.

The South did not dare nominate a Southern man and there was so much opposition to the anti-slavery movement in New England that it was easy to find a man like Franklin Pierce for the anti-anti-slavery people to rally around.

The anti-slavery people were so split up that they were a minority in every political party, and Horace Mann, Henry Wilson, Anson P. Burlingame, Charles Sumner, and their friends conceived the idea of ignoring every other issue and having a campaign on the anti-slavery issue alone. "Coalition" was the slogan, and the Free Soil Party held a state convention and nominated Horace Mann for governor in a blaze of glory.

But there was no enthusiastic coalition. Franklin Pierce was the nominee for the Presidency, and New England had had no chance to elect a President for some time. The struggle for coalition was hectic, and ended in the abandonment of the attempt to elect Horace Mann, and the party died an untimely death, and Mr. Mann went to Yellow Springs. He laid the defeat to the rum interest's opposition to him. It was true that the rum interest and almost every other interest was very much in evidence against a party with Mr. Mann as its candidate.

The school people, the a-b-c school people, and the Boston masters were delighted at the opportunity it gave them. The physicians were solidly against him because of his sixth annual report, which was devoted to physiology and his championship of phrenology. The "Fundamentalists"—infinitely stronger then than now—were bitterly against him, because just when he needed to conciliate the various opponents he denounced the reading of the Old Testament by children in home or school because of its wars, immorality, etc. Of course the liquor interests, the tobacco interests, the anti-women people were really more anti-Horace Mann just then than they were anti-slavery.

Four years later all this was changed. If Mr. Mann had stayed in Boston till 1856, he could have had almost anything he wanted.

I recall the campaign of 1856, the Fremont and Dayton campaign. Every boy in New England was practically a campaigner. I kept my badge worn in the campaign of 1856 until I presented it, more than thirty years later, to Mrs. J. C. Fremont in her home in Los Angeles, one of the exceptionally delightful episodes of my varied life.

It was a cruel tragedy that Horace Mann had his political opportunity, his chance for brilliant leadership four years too soon. What a rallying point he would have been in Massachusetts when the Republican Party was born, a real Free Soil Party, at a time when everything was to be forgotten except a leader's attitude on slavery!

POSITIVE VERSUS NEGATIVE

A positive electron is two thousand times heavier than a negative electron. This is one of the discoveries of Dr. Robert A. Milliken, head of the California Institute of Technology, Pasadena. It is no wonder that he won the Nobel Prize for discoveries regarding the electron.

But we are less concerned with the effect upon science than we are in the pedagogical

and psychological, social and moral effect of the fact that the positive is two thousand times as influential as the negative. We have always believed this in the abstract and have tried to practice it editorially and on the platform, in public and in private, and it is a comfort to have an exact measure—two thousand times more influential.

The Journal of Education was first to publish Dr. David Starr Jordan's Prize Plan for World Education for Peace.

SABBATICAL YEAR

While New York City teachers will not have a year off for rest and recreation they have won the principle by a unanimous vote, and they can have half a year off, not counting the vacation at either end. It will not apply till after ten years of service, and to not more than fifty high and one hundred elementary teachers in 1925.

The committee on law reported that it believed "that the adoption of the plan will prove a benefit to the school system in that it will be the means of retaining in the service experienced teachers, who, through the rest and change afforded by the leave of absence, will be less subject to lengthy periods of illness or early disability retirement. It will benefit the Teachers' Retirement system by postponing disability retirement, the most costly of all retirements, and it will benefit the teacher herself, both physically and mentally, by permitting her, at a cost of only $500, to enjoy a seven months' vacation."

"Resolved, That the Board of Superintendents be and it is hereby empowered to grant sabbatical leaves of absence to members of the teaching and supervising staff of the day public schools on and after February 1, 1925, said leaves of absence to be in accordance with by-law regulations to be submitted by said board and adopted by the Board of Education."

Boston had the first American school for the teaching of teachers for manual training, 1889.

OPPOSITION TO PUBLIC SCHOOLS

We were probably stating the case too strongly when we spoke of well organized opposition to the public schools, because we are sure few would be willing to abolish the public schools.

But there are many persons who can be counted on every time, day or night, in public or private, by voice or pen, to find fault with the public schools. Their criticisms are all of the same class. The public schools cost too much. They are morally unsafe. The teachers are illiterate, etc.

No matter what is proposed to improve the public schools the same persons oppose it. Is it a Federal Department of Education? They strike a bit. Is it opposition to child labor? They have a panic. Is it a plan to keep children in school till they are eighteen or sixteen or fourteen? They howl in rage. There are no end of documents afloat by these people warning parents not to send their children to the public schools. There is always limitless money to oppose anything and everything that is advocated in the interest of the public schools.

Of course they are not opposed to the public schools. It is their love of the public schools, their faith in the public schools, their devotion to the public schools that leads them to value a dollar more than the child; that makes them keep children out of the public schools as many years as possible, whether it be eighteen or sixteen or fourteen years limit that they fight.

We see our mistake and withdraw our insinuation that any of the frantic opposition to everything tending to promote the public schools is opposition thereto, and agree that all these anti-public school campaigns are prompted by love, faith and devotion to the public schools. We will try to be more considerate in the future.

Baltimore was the first city in the United States to establish a manual training school as a part of its public school system.

THE ROCKEFELLER SERVICE

The Rockefellers provide $3,000,000 for the Public Library of New York City; $1,000,000 for the Metropolitan Museum of Art in New York City, and $1,000,000 for the American Museum of Natural History. If there is any service to humanity to which the Rockefellers are not giving their millions someone should call their attention to it. What a joy it must be to John D. Rockefeller, Junior, to be able to think in millions when considering the opportunities to be of service to humanity. Who can properly phrase what it means to New York City, to all America, yes, to all the world to have a clean, clear-headed, noble-minded man whose thinking is of the relief of human ills, and whose pen can write checks for millions.

One of the notable evidences of the educational spirit of the times is the success of the Emerson College of Oratory, Huntington Chambers, Boston, which not only has a larger enrollment of students than ever before but enrolls no students who are not prepared for college work, and has attained full college recognition for its work. We find its graduates on college faculties in every section of the country.

HORACE MANN, PERSONALLY AND PROFESSIONALLY

Horace Mann is America's only educational immortal. He is educationally what Franklin, Washington, and Lincoln are patriotically.

We have seen Mark Hopkins and William James universally admired, but already the long-time president of Harvard has supplanted the long-time president of Williams in popular appreciation, and John Dewey has distanced William James in public favor, but Horace Mann's name and fame have been dimmed by no one in eighty years.

There are a few schools in the United States named for Francis W. Parker and G. Stanley Hall, notable professional creators, but every city has or will have its Horace Mann school. More schools are named for him than for all other educators out of their native state. And yet little is known by scholars even of the personality of Horace Mann, or of the significant features of his professional service. Researchers read his writings without interpreting them by the occasions that called them into action, without getting a shade or tint of the temperament of the man or a flutter of the civic, social, or religious waves that were in the air at the time.

Horace Mann has been idealized until he is idolized from sea to sea, from Canada to Mexico, until he is as secure in his place in the firmament of the educational heaven as are Newton and Faraday in physics, as are Pasteur and Lord Lister in biological science.

Horace Mann's public school service was largely in the years between 1837 and 1846 and the glorious achievements were between 1839 and 1844.

Everything from 1796 to 1836 was getting him ready for his wonderful public school work which was to immortalize him, while his life from 1846 to 1859 was spent in political and academic activities which of themselves would have made no impression upon history.

There have been few crises in American public schools. The first culminated in the Ordinance of 1787, and "The Ordinance of '87" is to public education what the Mayflower Compact or the Declaration of Independence is. Then for fifty years there was no great educational creation until in 1837 when Horace Mann, in ten years, gave America three of its noblest educational visions: Public Appreciation of Public Schools, Public Responsibility for Preparation of Teachers, and the Necessity of Administrative Supervision.

Mr. Mann was forty years old when he began his great service, and in ten years he did more for the promotion of public schools in America than all men had done before his day; more, probably, than all men have done since his day; at least he alone has immortalized himself in educational service. Schools are named for him, monuments are erected for him, and his name is used by publishers and authors as one to conjure with.

Unfortunately there is no one outstanding functioning of Mr. Mann which those who idolize him can give the public as in the case of Franklin and his kite; Washington, the Father of the Country; Lincoln, who saved the Union; Newton and gravitation; Pasteur and germ discovery; Madame Curie and radium.

The date of his birth or death are not generally known even by educators. The ten years of his creative service are unknown to teachers. Just what he did is as little known as when he did it.

Vague idolatry is not creditable to a profession that has education for its mission and message. More unfortunately what has been written of him lacks discrimination as relative values often misplacing emphasis mischievously.

First, by misrepresenting the conditions in New England in his day.

AS HE FOUND IT

It was a great task upon which Mr. Mann entered when he became secretary of the Massachusetts State Board of Education. There was never greater reverence for education in Massachusetts than at this time. The population was homogeneous; academies were numerous, and their inspiration was felt throughout the state. There was much home reading of good books, and every boy of any ambition worked out problems and studied by himself. Things were not as bad educationally as Mr. Mann thought them. There was fair teaching in every city and large town. The academies were enterprising. On a school diet of ten weeks a year Mr. Mann was a good illustration of what the home and school work was accomplishing. Massachusetts has never seen the time when she had a larger proportion of good scholars and grand men than when the State Board of Education was organized. Whenever an enthusiast compares existing conditions with his ideals he finds the contrast between that which is and that which ought to be enough to exasperate a man of less zeal than himself. There has been no time in the history of Massachusetts in which there was a higher class of talent devoting its thought and energy to education or making greater sacrifices for the improvement of childhood

than in the decade in which Horace Mann enlisted under the banner of the public schools. W. E. Channing, Theodore Parker, Samuel J. May, Edward Everett, Governor Briggs, Josiah Quincy, Robert Rantoul, Jr., Edmund Dwight, James G. Carter, and Cyrus Pierce were ready to say and do all in their power for the good of the schools. What a surprise it would be today to have the mayor of Boston give the secretary of the Board of Education a check for $1,500 from his own funds to be used in any way he saw fit for the advancement of public school education, as Josiah Quincy, mayor of Boston, did ninety years ago. What a sensation would be created in the legislature were it announced that some individual had made a donation of $10,000 for the professional training of teachers, as was done less than seventy-five years ago, by Edmund Dwight. Jonathan Phillips, a private citizen, of whom nothing else seems to be known, sent Mr. Mann his check for $500 to use as he thought best in the cause of public education. These conditions need to be understood in order that one may appreciate the circumstances that led the president of the Massachusetts Senate to become the secretary of the Board of Education.

The people as a whole had no sympathy with the reformers who were shouting long and loud about the degeneracy of the times. Nor did Mr. Mann have any adequate grounds for his early denunciation. Indeed, he had no thought of attacking any of the work or workers of the day. All that actuated him might well inspire any man in any age or in any community to make even greater sacrifices than those which he proposed or experienced. It was not that Mr. Mann wished to criticise the work done or to antagonize the teachers in their work, but he felt, as who does not feel today, that America's future depends upon the best common school education for those who need it most. His sympathies were always with the defective classes. He devoted much of his legislative energy to providing an asylum for the insane and educational advantages for the deaf, dumb and blind. This led him naturally, inevitably, to realize that many children had very little opportunity for school life, and that even the best teaching was far below the standard. It is as true now as it was then. The fact that he had but ten weeks in school in any year of his childhood inspired him to plan for something more and better for coming generations. "Let the next generation be my client" was his watchword.

Academies were much more influential then than now, and they were more efficient than the public schools. They had steadily gained since the close of the Revolutionary war. In 1780 there were few private schools, but in 1837, when Horace Mann began his work, $328,000 was paid in one year as tuition in the academies and private schools of Massachusetts. This popularity of the academies was at the expense of the public schools in the wealthy communities. In 1837 the average expenditure per pupil in the state was $2.81, while in the twenty-nine most populous and wealthy towns it was but $2.21.

Enthusiasm for academies created the impression that the education of youth was of much greater moment than of children. In consequence little was done for children under ten years of age and in some communities nothing. Nantucket, then having 9,000 inhabitants, made no provision whatever for the younger or the older children but only for the grammar grade pupils.

There was almost no attempt to do anything at public expense for elementary children. The educational ardor and aspiration therefore was tending more and more to benefit the few who would make some adequate return to the community in a scholastic way. There was no foreign population, and no parent allowed his children to grow up in ignorance. The home did much, the grammar school and the academy did more, and the community was developing a good class of citizens.

It is also quite common to think of Horace Mann as having made a great sacrifice for the cause of education. This is because of a traditional way of looking at human affairs.

Mr. Mann had had no financial success, and welcomed the salary of the secretary of the State Board of Education.

LAW AND LEGISLATURE

At the age of twenty-seven Mr. Mann was admitted to the bar and began practice in Dedham, Massachusetts. While never a great success financially, the court records show that he won four out of five of the cases that he tried. It was a financial misfortune that he would never try a case in which he did not believe that he was in the right. He fully appreciated that a man will pay a much larger sum to have a wrong cause advocated than a right one, and that it lessens the popularity of an attorney to be thought good rather than smart, to care more for being right than for winning. In the fourteen years he seems never to have had a case that brought him large returns or high honors, but his record for winning his cases has few parallels. He held that an advocate loses his highest power when he loses the ever-conscious conviction that he is contending for the truth; that though the fees or fame may be a stimulus, yet that a conviction of being right is itself creative of power, and renders its possessor more than a match for antagonists otherwise greatly his superiors. He used to say that in his conscious conviction of right there was a magnetism; and he only wanted

an opportunity to be put in communication with a jury in order to impregnate them with his own belief. Beyond this, his aim always was, before leaving any head or topic in his argument, to condense its whole force into a vivid epigrammatic point, which the jury could not help remembering when they got into the jury-room; and, by graphic illustration and simile, to fasten pictures upon their minds, which they would retain and reproduce after abstruse arguments were forgotten. He endeavored to give to each one of the jurors something to be "quoted" on his side, when they retired for consultation. He argued his cases as though he was in the jury-room itself, taking part in the deliberations that were to be held there. From the confidence in his honesty, and those pictures with which he filled the air of the jury-room, came his uncommon success.

There are few more heartrending scenes in life than the picture of this man leaving Dedham and living in practical poverty in Boston, sleeping in his law office, the only person in the building, and as he said, going without luncheon half the time because he could not afford the indulgence. There is very little satisfaction in the thought that one of the causes of this denial was the misfortune of a brother for whose debts he had become responsible. All these conditions made it easy for him to be tempted from law to semi-official life as secretary of the State Board of Education.

EDUCATIONAL CHAMPION

The cause of education might never have had Horace Mann as its great champion but for this combination of circumstances—financial embarrassment, the absence of the cheer, the comforts and the necessities of home, and the bringing to a close of a legislative career of ten years. While he did not seek the secretaryship of the Board of Education it was brought to his attention at a time when he must practically re-enter upon the practice of law, which had for him very little attraction. He enjoyed individual cases but not the practice of law, in the abstract. Writing on June 19, 1837, the very time that Edmund Dwight was urging upon him the consideration of the secretaryship, Mr. Mann said: "Employed the whole day in looking up a technical question of law. I have not, therefore, had anything in my head but technical combinations of technicalities. This part of the law has a strong tendency to make the mind nearsighted. What Coleridge says generally, and very untruly, of the law may be just when applied solely to this part of it—a grindstone upon a knife; it narrows while it sharpens. And is it not true that every object of science, however grand or elevated, has its atoms, its minute and subtle divisions and discriminations? The degrees of longitude upon the earth's surface, the zones into which the globe has been divided, and their corresponding lines and compartments in the heavens, would show pretty well in the registry for county deeds; but yet, in surveying and affixing the bounds and limits to these vast tracts of space, what minute calculations must the geographer and astronomer make! What fractions, what decimals, what infinitesimals! So the natural philosopher, whose patrimony, bequeathed to him by science, is continents and oceans and suns, must deal also with globules and animalculae, and points vanishing into nothingness. Who can have more subtle questions to settle than the casuist or the metaphysician? So of all. In one direction we lose everything in magnificence, in vastness, in infinity; in the other direction we are equally lost in attempting to trace to their elements those substances, whatever they are, whose aggregate is earth, ocean, air, sky, immensity. Those who see nothing in the law but technicalities, apices, and summa jura, are about as wise as the child who mistook the infinite host of the stars for brass nails that fastened up the earth's ceiling." The next day he wrote: "Another day in search of the technical rules of law. If the whole professional business of a lawyer consisted only in investigating and determining technical rules, one might almost be excused for attempting to reach justice summarily through the instrumentality of that monster, the mob. Those who only have to pay for technical law are comparatively fortunate; but this effort for two days in succession to keep the eye fixed on the edge of a razor is apt to make one a little nervous."

Although he always tried to find satisfaction in the general advantages of law it was easy to see to what extent it bored him at the very time when Mr. Dwight was urging him to accept the secretaryship of the Board. It ought in fairness to be said that whenever he had a case it absorbed all his thought and energy for the time being. He had this to say at one time regarding the intensity of his devotion to every case that he had in hand: "The truth is that hearing common sermons gives my piety the consumption. Ministers seem to me not to care half so much about the salvation of mankind as I do about a justice's case. When I have a case before a justice of the peace, I can't help thinking of it beforehand, and perhaps feeling grieved too, afterward, if in any respect I might have conducted it better. If I am at dinner, the merriment or the philosophy of the table-talk suggests something which I put away into a pigeonhole in my mind for the case; and when I read, be it poetry or prose, the case hangs over the page like a magnet, and attracts to itself whatever seems to be pertinent or applicable. Success or failure leaves a bright or a dark hue on my mind, often for days."

On May 27, 1837, the governor appointed

eight gentlemen as the Board of Education. Mr. Mann was one of these. He believed this Board to be like a spring almost imperceptible, flowing from the highest tableland between oceans, destined to deepen and widen as it descended, diffusing health and beauty in its course till nations shall dwell upon its banks. He regarded this as the first great movement towards an organized system of common school education, which should be at once thorough and universal.

At this time he said: "I would much sooner surrender a portion of the territory of the commonwealth to an ambitious and aggressive neighbor than I would surrender the minds of its children to the domain of ignorance."

Mr. Mann gave up the practice of law with no apparent regrets and wrote, almost with enthusiasm: "I have abandoned jurisprudence, and betaken myself to the larger sphere of mind and morals. Having found the present generation composed of materials almost unmalleable, I am about transferring my efforts to the next. Men are cast-iron, but children are wax. Strength expended upon the latter may be effectual, which would make no impression upon the former."

"Let the next generation be my client," was his call to duty as he turned from the courts to the schools.

The spirit with which he entered upon this work can have no better illustration than the reply made to his friends who thought that the office should have some better title than "Secretary of the Board of Education": "If the title is not sufficiently honorable now, then it is clearly left for me to elevate it; and I would rather be creditor than debtor to the title."

Mr. Mann's notable success was as a Legislator. The fourth year in Dedham he was elected to the Legislature, and his first speech was one of those masterly efforts which establish a reputation that endures.

Most of the misfortune that came to Mr. Mann in public life was associated directly or indirectly with his religious views. The mighty preaching of Dr. Emmons turned him, as a youth, against the evangelical faith, and inspired a purpose to champion liberality of thought on every occasion.

His first legislative honors were won, in 1827, in his great speech in defence of religious liberty in opposition to a scheme by which close corporations could secure the income of certain property forever to the support of particular creeds. From that hour he was again and again bitterly antagonized by the evangelical press and leaders, while at the some time he was unable to retain the unwavering support of those whom he championed.

His last days were saddened beyond description by a cruel sentence written by Theodore Parker, one of his best friends, in which he expressed regret at Mr. Mann's religious attitude at Antioch College, saying that he regretted that Mr. Mann had forgotten that in religion as in mathematics a straight line is the shortest distance between two points.

The town of Dedham did him the honor to send him to the Legislature for six successive years, as long indeed as he lived in that town. At the age of thirty-seven (1833) he moved to Boston, and the same year that senatorial district honored him, as few have been honored in political life, by sending him immediately to the State Senate, where he remained four years, the last two years as president of that body.

During his legislative life he gave most attention to philanthropic matters, especially to those connected with the care of the defective classes. To him was largely due the establishment of the Worcester Lunatic Asylum. He was one of the most ardent champions in the cause of the deaf and dumb. While engaged in efforts to ameliorate the condition of the unfortunate classes he became convinced that the greatest need in America was the better education of all children and youth; and he became the legislative champion of the plans of Edmund Dwight, James G. Carter, and Robert Rantoul, Jr., for the establishment of a Board of Education.

AT HOME AND AT SCHOOL

On March 2, 1778, an exceptionally intelligent village in Southern Massachusetts was incorporated as a town and was named after that great genius and statesman, Benjamin Franklin. Some enterprising citizen sent word to Mr. Franklin that it would give great satisfaction to the people if he would present to the town a bell for the church, in appreciation of the honor. Mr. Franklin said that he hoped a people who would name a town for him would have more regard for "sense than sound" and he preferred to give them a public library of five hundred volumes. Eighteen years later, May 4, 1796, Horace Mann was born in a humble farmhouse, and that library of Franklin's was the chief factor in giving the world the studious, scholarly, devoted, aggressive educational leader of America.

Until nearly twenty years of age he never went to school more than a few weeks in midwinter, and then to instructors who were "very good people but very poor teachers." The town did not then furnish "free textbooks" and the lad worked many a half-day braiding straw for hats to get the money to buy spelling-book, arithmetic and reader. His father died when he was but thirteen and the boy worked thereafter for the support of the family.

When nearly twenty he came to know an inspiring classical teacher who convinced him that a college course was possible, and within six months from the time he first saw a Latin grammar he was admitted to the sophomore

class of Brown University. It was such a six months of study as has rarely been known in America, and it broke his health for life. Nor was this the only evidence of the scholastic strength and brilliancy of Horace Mann. Although he entered the class with no adequate preparation and no literary culture, with all the traditional prejudices against the "short cut" students and those uncultured, he soon led his class and graduated far in advance of any other student. Upon graduating at the age of twenty-three, he remained at Brown as an instructor in Greek and Latin for three years. During his college years he taught country schools a few weeks each winter.

Through life, Horace Mann was inclined to refer to the trials and denials of his boyhood, to the poor teaching and lack of opportunities as great misfortunes, causing irreparable loss; but it is an open question whether he did not owe more to the first twenty years of his life in which there was developed hunger for knowledge, craving for opportunity which necessitated his reading histories and other works adapted to men rather than children, listening to such mighty sermons as only an Emmons of that day could preach—thinking upon and rebelling against them all the week—than he could have owed to any method of instruction that would have monopolized his thought or, rather, have diverted his mind to books or even to nature through these years.

From the day he entered college he never had an hour for his mind to lie fallow. Speaking of these years he said: "Yet with these obstructions, I had a love of knowledge which nothing could repress. An inward voice raised its plaint forever in my heart for something nobler and better; and if my parents had not the means to give me knowledge, they intensified the love of it. They always spoke of learning and learned men with enthusiasm and a kind of reverence. I was taught to take care of the few books we had, as though there was something sacred about them. I never dog-eared one in my life, nor profanely scribbled upon title-pages, margin, or fly-leaf; and would as soon have stuck a pin through my flesh as through the pages of a book."

All this denial and his life with his mother produced a character of which any man might well be proud. "I have always been exempt from what may be called common vices. I was never intoxicated in my life; unless, perchance, with joy or anger. I never swore; indeed, profanity was always most disgusting and repulsive to me. And (I consider it almost a climax) I never used the 'vile weed' in any form. I early formed the resolution to be a slave to no habit." Speaking in later life of his youthful longing for more education, he said: "I know not how it was; its motive never took the form of wealth or fame. It was rather an instinct which impelled towards knowledge, as that of migratory birds impels them northward in springtime. All my boyish castles in the air had reference to doing something for the benefit of mankind. The early precepts of benevolence, inculcated upon me by my parents, flowed out in this direction; and I had a conviction that knowledge was my needed instrument."

Referring to his financial limitations in college, he wrote his sister at the time: "If the children of Israel were pressed for 'gear' half so hard as I have been, I do not wonder they were willing to worship a golden calf. It is a long time since my last ninepence bade goodby to its brethren; and I suspect the last two parted on no very friendly terms, for they have never since met together. Poor wretches! Never did two souls stand in greater need of mutual support and consolation."

Mr. Mann's theme for his valedictory at graduation was "The Progressive Character of the Human Race." This was really the one theme upon which he wrote and thought and talked through life. At the age of twenty-five he entered the law school at Litchfield, Conn. One of his mates at the law school has described him as a young man with massive brow, high arching head, and mild bright eye. He ranked as the best whist player and the best lawyer in the institution. His training for his profession fitted him for a life of miscellaneous usefulness and occasional brilliancy rather than for that of a plodding lawyer, for devotion to humanity rather than to professional aspiration.

Ten years of legislative life must demoralize the professional practice of any thoroughly conscientious and honorable man. Legislative experience to be of professional advantage must be associated with the business side of the legislation rather than the philanthropic. Mr. Mann's legislative tastes, convictions and associations were better adapted to make him useful to humanity than financially successful as a lawyer.

Mr. Mann saw how important a part the churches played in the patronage of the academies, and his religious prejudices were aroused. He had honest doubts regarding the good accomplished by sectarian schools. He had high ideals of the good which must result from the education together of children of all classes. It was a blending of fear and hope combined with intense conviction that actuated him when he announced that his law library was for sale, bought such educational books as were to be found, and went to a quiet home at Franklin for a few days of study and meditation.

His special preparation for the work was not definite. He had seen little of schools as a pupil, had taught three short terms in country schools, had instructed for a short time in college, had served for eight years on the school board of Dedham, had been closely associated with such inspiring work as the education of the deaf, dumb and blind, was the close friend of all the reformers in education from the

outside but knew few teachers and had rarely attended educational gatherings. Maria Edgeworth and James Simpson were his most available authors.

Among the objects that he set himself to accomplish were the awakening of public sentiment through the holding of public educational gatherings, the introduction of school apparatus, the substituting of oral for textbook instruction, the training of teachers, the better construction of schoolhouses, the use of better books, better arrangement of studies, better modes of instruction. He went into retirement at Franklin for a time and prepared an address for the awakening of public sentiment. When he began his career by holding revival meetings in the interest of education in every village from Nantucket to Pittsfield, he could not understand why people cared infinitely more for a political speech than an educational preachment, why they would leave him and go ten miles to listen to a fourth-rate politician. In the town of Barre, for illustration, the president of the County Association and the president of the American Institute of Instruction went twelve miles to hear a political address when he was lecturing upon education in their town. Of Springfield, Mr. Mann wrote: "In point of numbers, a miserable meeting it has been." At Pittsfield there were only two or three people present. At Worcester he said: "On the whole, I think a little dent has been made in this place." After speaking at Great Barrington, he wrote: "To make an impression in Berkshire in regard to the schools is like trying to batter down Gibraltar with one's fist." After Northampton, he wrote: "Ah, me! I have hold of so large a mountain that there is much danger that I shall break my own back trying to lift it." Of Barnstable he wrote: "As miserable a convention as can well be conceived. I will work in this moral as well as physical sandbank of a county till I can get some new things to grow out of it." Of Dedham, his old home town, he says: "The convention was a meagre, spiritless, discouraging affair. A few present and all who were present chilled, choked by their own fewness. If the schoolmaster is abroad in this county I should like to meet him."

When Mr. Mann made a political speech at Westport, a hundred people went over from New Bedford to hear him, and the whole town turned out; but when, a few evenings later, he spoke in the same place on education, no one came from New Bedford, and scarcely any one came out at Westport. At Wellfleet he had "a miserable, contemptible deplorable convention."

On a second visit to Pittsfield, he found that no arrangements had been made to prepare the schoolroom for the convention, so he and George N. Briggs, at that time governor of the state, purchased a broom and themselves swept the schoolhouse and put it in order. At ten o'clock, the time appointed for the convention, there was not an individual present. At 11.30 o'clock eight people had come. This is a sample of the "enthusiasm" with which his work was received. It was very annoying to him to feel that as a lawyer, politician and president of the senate he was a popular speaker, but that as an educator he could arouse little or no enthusiasm. Strange as this seems there have been many experiences of the officers of the Board of Education in recent years not unlike these of sixty years ago. Many meetings are held which are attended by almost none except teachers. In many towns already mentioned there have been educational gatherings with much talent provided at which the attendance was scandalously small. But Mr. Mann's enthusiasm did not wane, and he ultimately had the state thoroughly aroused. This was his great reward.

His new life was full of embarrassing incidents. The first Sunday that he was away from home on his new work was spent at Martha's Vineyard. There were three evangelical churches in Edgartown, a Congregational, Baptist and Methodist. Everyone knew that he was non-evangelical in his belief, and there was great curiosity to know at which of the churches he would worship; no one had conceived the idea that he could avoid attending any. When the day arrived, to the consternation of all, he drove over to see the Chapoquiddie Indians, with their guardian, Mr. Thaxter, who wished his advice regarding the intellectual and moral improvement of the tribe. He met the Indians at the meeting-house-schoolhouse where the Sunday school was held six months in the year. This Sunday school was the only school maintained for them, and this was for half the year. This Sunday episode produced a scandal, and the scene can be better imagined than described when a clergyman after riding nine miles on Monday morning to attend the educational meeting learned that the head of the educational system of Massachusetts had been "to ride" instead of to church the previous day.

This work, however, was not without its encouragements. On November 10 of his first year he went to Salem and held a convention during the day. He was booked also for an evening lecture in the regular course of the city. The convention was very thinly attended, even his own personal friends, like Rantoul and Saltonstall, not being present, but the few who were there were so aroused by his address that they insisted that it should be repeated as the lyceum lecture of the evening, on which occasion the popular response was so hearty as to cheer him in his work for many a day. The first four years were largely devoted to these crusades, to the reading of the various school reports of the state, and to writing his own state report. Greater devotion or faithfulness was never witnessed in any school official.

THE NORMAL SCHOOLS

The normal schools required much time and energy, sacrifice and wisdom. It was a great innovation that was proposed by James G. Carter, the most far-sighted man of that wonderful educational period. It was his thought first, his devotion and wisdom to the last, as it was Mr. Edmund Dwight's gift of $10,000 that made possible the first state normal school this side the sea, but to Mr. Mann the honor and the glory have been and ever will be given and rightly, too, although one may fail to explain the equity in such an assignment.

In 1647 Massachusetts took a position educationally that has been equaled by no other community on this continent when one considers its significance in point of time, conditions and projection through the subsequent two hundred and fifty years. The discussion as to the relative indebtedness of the colonists to England and the Netherlands has no place here —suffice it to say that no community in either hemisphere has any such record of honor in education for so long a period as has Massachusetts since 1647. The methods have changed and the emphasis has been shifted from time to time, but it is one uninterrupted record of loyalty to education and of general progress. The apparent lapses are more in the seeming than in the fact.

Mr. Mann was never an historian; he had not the historian's instinct or training and his utterances upon the decadence of the system from 1647 to 1837 must be taken with several grains of allowance for his talent in special pleading.

It is one of the requisites of a reformer to be able to magnify his own theory and practice, and to minify all that has preceded him. This vicious attitude toward other workers is an indispensable virtue in any reformer. He must see only the weakness and wrong in the past and only strength and right in his own plans and purposes. John the Baptist's denunciations were vital to the love and mercy of Jesus. James G. Carter was more far-sighted and had greater wisdom in dealing with conditions; Edmund Dwight had more means and the consecration to use them, but neither had the heroism to say as did Horace Mann that from 1647 to 1826 the laws were altered again and again, to adapt them to the decreasing demands of the public in regard to schools.

There has been one pertinent illustration in modern times of the inevitable tendency to belittle one's predecessors in educational activity. The only real "reform" movement in education was fifty years ago when Quincy, Mass., attained a national reputation through Charles Francis Adams, Jr., who claimed to have reformed the schools of that town in his great pamphlet upon "The New Departure."

From 1852 to 1856 Charles Francis Adams, senior, was chairman of the school board of Quincy. The tone of his report was all that any reformer could ask. His administration was remarkably successful.

1852. "The standard of instruction has greatly risen, is rising yet. In no town has the advance been more marked than in Quincy. All the teachers for the past year are entitled to great credit.

1853. "The schools generally are in a very satisfactory condition. It is not too much to say of them that they will now compare with schools of the same grade anywhere. Nowhere has the result been more satisfactory . . . highly satisfactory . . . Highest approbation, etc.

1854. "The grammar school is now in all respects in an excellent condition.

1855. "We have heard recitations in the high school in French, in geometry, in algebra, in Latin and in Greek which would have done credit to any school in our commonwealth."

No more could have been said in praise of the schools than is to be found on every page of the reports written by Charles Francis Adams regarding the Quincy schools from 1852 to 1856. Nor is it miscellaneous praise, for the virtues are discriminately set forth. He then resigned his place to his son, John Quincy Adams, who was chairman in 1857 and 59, 60 and 62, 70, 71, 72, 73. Of the schools he wrote with the same enthusiasm as his father had done.

1857. "The results are equal to the most sanguine expectations. There is not one of these schools respecting which we would speak in terms other than highest commendation.

1859. "The schools are a source of congratulation and pride. . . . Schools are excellent. . . . Method and manner with children is peculiarly happy. Of the twenty-one schools in town not one is bad . . . a feeling of general joy and surprise.

1860. "The results are highly satisfactory . . . schools are good, most of them very good. It is with hearty satisfaction that your committee can honestly present so flattering a report.

1870. "The primary schools are in excellent condition. The intermediate schools and their teachers merit our highest commendation; they are all good. The high school meets our highest expectation."

In view of what is to be said by his brother three years later the following is of special interest.

1871. "We have a custom of subjecting every school in town to a searching scrutiny by the whole committee at the close of the school year. This duty was performed with a good deal of thoroughness. All are excellent and all are improving."

Charles Francis Adams, Jr., a younger son, came upon the board the next year, 1872, and these schools that had been "highly satis-

factory," "in excellent condition," "credit to any town in the commonwealth," "nothing better anywhere," "equal to the most sanguine expectations," "manner with children peculiarly happy," "examined with a searching scrutiny," "honestly present a flattering report," etc., etc., were found to have gone all to pieces for the accommodation of the third member of the same family, Charles Francis Adams, Jr., who says:—

1875. "This vain attempt to build upon nothing, costing the country untold millions of money . . . will surely lead us to mental bankruptcy if the stupendous fraud [so vigorously praised by father and brother] is not soon abolished and healthier plans and better teaching, etc. These methods [of his father and brother] turned scholars into parrots and made meaningless farce of education. For real results the teacher cared nothing. Smatter was the order of the day [under the system of his father and brother]. The teachers [of the father and brother] were old, lymphatic, listless schoolmarms. The examinations [of his father and brother] were a study for the humorist."

It does not require a humorist to enjoy the assurance with which this third member of the Adams family praises the results under his administration.

1875. "The application of these new ideas has produced as great a change in teaching as Harvey's great discovery did in medicine. The infant schools are transformed from painful to pleasant places. The excellency or peculiarity of our schools has excited a great deal of interest among those persons who are observant of such matters. The people of Quincy are gathering a harvest of greater volume and value, etc. . . . Really surprising progress has been effected in the schools. . . . A high degree of excellency has been attained where excellence is most unusual. . . . We must frankly confess that we are in a great measure satisfied with the work we are doing, and have good reason to anticipate a constantly increasing improvement as we apply our principles more thoroughly."

This chapter from modern history is introduced merely to show that this tendency of human nature is very general and Mr. Mann must not be censured for overdrawing the conditions of the schools before he entered upon the work. The bad is always indescribably bad, the good is never extravagantly good, the indifference in uneventful times is always heart-rending to one who is keenly alive to all the responsibilities of the hour. It is equally true in political, social, educational and religious life, and, until human nature changes; it will continue to be so. Indifference can be aroused and the best can triumph over the worst only when some one possesses the masterly power to make and meet a crisis. This power Horace Mann possessed, and to him rather than to any other man of his time belongs the honor and the glory.

The state normal schools introduced the modern improvements to the American schools. The academies which came in with the close of the Revolutionary war were to all intents and purposes the normal schools for half a century. Nearly every man teacher in Massachusetts received his instruction and inspiration at a New England academy. Too much can hardly be said in their praise, but the time came when they were thought to be possibilities for the rich alone. This fear was never fully justified since the larger number in most of these academies were poor boys "working their way," but for some cause the public schools in the wealthier places were not universally patronized by the "higher classes" of the community. There was a final struggle between the inherited aristocratic sentiment from across the seas and the new-born democracy of America.

Until the academy came, the sons of wealthy people were largely educated in England. That was the one aristocratic ideal. The academy was the transition for the remnant of aristocracy to the new democracy. It matters little whether or not there was any justification for the fears entertained from 1826 to 1837; the fact that these fears existed necessitated a radical transformation to uniform democracy in matters of education. It was this transformation that Mr. Mann accomplished and the normal school is in large measure the instrumentality.

The first academy came at the close of the French and Indian war (1763) through the generosity of William Dummer, educated in the Boston Latin school and in the academies of England. This was followed at the close of the Revolutionary war by Phillips Andover and Leicester academies, and a score of other similar institutions. These furnished teachers for all the better schools, but they rapidly removed from the common schools all traces of Latin and Greek. In 1824 there were but seven towns in the state required by law to provide for the teaching of Latin. The teachers were very poorly qualified for their work as soon as they were not required to teach Latin. That requirement in the earlier days had provided scholarly teachers. When that was abandoned the standard for men was ability to "fight it out" in the winter schools, and for women availability for the summer schools.

In 1824-5 James G. Carter of Lancaster wrote an earnest series of articles, over the signature "Franklin," for the Boston Patriot. His claim was that "the first step toward reform in our system of popular education, is the scientific preparation of teachers for the free schools. And the only measure that will insure to the public the attainment of this object, is to establish an institution for the very purpose."

At this time Horace Mann was beginning the practice of law in Dedham. Mr. Carter wrote upon this theme with great ability for ten years before Mr. Mann's attention was given to the subject with any great devotion. To this agitation by Mr. Carter we owe the consecration of Mr. Mann, and we can readily understand the disappointment of Mr. Carter and the indignation of his friends when Mr. Mann was elected to the secretaryship which Mr. Carter had every reason to expect would come to him.

The first memorable act of the board was to recommend the passage of a law providing for the establishment of normal schools. In March, 1838, Hon. Edmund Dwight, one of the leading members of the board, offered through Mr. Mann $10,000 for the establishment of a normal school under the auspices of the State Board, provided the Legislature would appropriate a similar sum. Within a month, April 19,—a date memorable from so many events—the Legislature accepted the proposition. On May 30 the State Board voted to establish a school in Plymouth county and December 28 it voted to locate two others at Lexington and Barre. The schools were opened, at Lexington July 3, 1839; at Barre, September 4, 1839; at Bridgewater, September 9, 1840. The schools at Lexington and Barre were both removed so that Bridgewater is really the oldest normal school on the continent. The location of this school was due to the activity of Rev. Charles Brooks of Hingham, who had visited Prussia in 1835 and had steadily advocated the Prussian system of professional training for Massachusetts. Thus really the normal schools were inspired by the Prussian system.

The first school opened was at Lexington under the principalship of Cyrus Pierce, one of America's great teachers. At the opening only three persons presented themselves for admission. It grew slowly but steadily. Mr. Pierce did all the teaching, superintended the interest of the boarding house, rose every morning in the winter at 3 o'clock to build the fires; a great part of the time sleeping but three hours a night. The opening day to which Mr. Mann had looked forward with bright anticipation proved to be one of the most discouraging. He wrote of it, that night: "What remains but more exertion, more and more, till it must succeed." Two months later, on September 4, the Barre school was opened with twenty students. The governor of the commonwealth (George N. Briggs) opened the school with a fine address upon the origin, progress, advantages and hopes of the normal school.

Mr. Mann gave much attention to these schools, notably to the one at Lexington. He was greatly annoyed at the criticisms which were heard on every hand. In the nature of the case the talent which applied for training was not always the best; the course was all too brief; the equipment too limited. There were many academies that offered better opportunities for scholarship and none of these institutions of learning were friendly. The teachers already at work were inclined to interpret every argument for trained teachers as a reflection on themselves. Not every "normalite" succeeded as a teacher, in the judgment of the local authorities. The ideal normal school was far removed from the real school and no one appreciated this more than Mr. Mann, whose heart failed him many times in the first years of the schools.

Here are sample sentences from persons of educational influence: "Too much is claimed for the normal schools in their infant state." "The principals of the normal schools are comparatively inexperienced in public school-keeping. They are without that practice which makes perfect." "The experience of a graduate of a normal school, through the model school, is less than two weeks."

Mr. Mann was stimulated to greater effort and to higher endeavor because of these criticisms. He heard every word and used the judgment of his critics as his own instructor in perfecting these schools. The normal schools, now the glory of the educational work of America, owe more than will ever be expressed to his heroism, patience, devotion and skill.

OPPOSITION

In the spring of 1840 the formal opposition to the Board of Education manifested itself. The Observer, the Recorder and some of the Boston dailies were making very bitter attacks upon the Board, and in March, 1840, these assumed the proportion, as Mr. Mann said, of an "atrocious attack." He was fearful that the opposition would win in the Legislature. Referring to this possibility, he said: "This is bad. I must submit; but the cause shall not die if I can sustain or resuscitate it. New modes may be found if old ones fail. Perseverance, perseverance, and so on a thousand times and ten thousand times ten thousand." What a spirit! It was for such an hour that he had come into power.

James G. Carter had made the Board of Education and the normal schools a possibility; to him belonged the credit, to him should have gone the honor, had the question of honor been the first consideration. Hon. Edmund Dwight was not unappreciative of the service rendered by Mr. Carter, but he foresaw the emergencies that must arise and he was convinced that it was a question of service to a cause and not of honor to a man; and when the conflicts raged with such fury from March, 1840, to January, 1847, the wisdom of the choice was demonstrated. There was not another man in the state probably who could or would have led to victory as did Horace Mann.

Things were not as bad in the Legislature in

1840 as Mr. Mann feared, for the "bigots and vandals," as he styled them, were defeated by a vote of 245 to 182. The author of this opposition movement was the next year dropped from the Legislature by his constituency "as a reward of his malevolence." This was encouraging to Mr. Mann, who wrote, in the exuberance of victory: "The common school is the institution which can receive and train up children in the elements of all good knowledge and of virtue before they are subjected to the alienating conceptions of life. This institution is the greatest discovery ever made by man; we repeat it, the common school is the greatest discovery ever made by man. In two grand characteristic attributes it is supereminent over all others; first, in its universality, for it is capacious enough to receive and cherish in its parental bosom every child that comes into the world; and second, in the timeliness of the aid it proffers—its early, seasonable supplies of counsel and guidance making security antedate danger. Other social organizations are curative and remedial; this is a preventive and an antidote. They come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them. Let the common school be expanded to its capabilities, let it be worked with the efficiency of which it is susceptible, and nine-tenths of the crimes in the penal code will become obsolete; the long catalogue of human ills will be abridged; men will walk more safely by day; every pillow will be more inviolable by night; property, life and character will be held by a stronger tenure; all rational hopes respecting the future will be brightened."

But Mr. Mann's confidence in the Legislature's disapproval of the opposition was not well placed, for a minority of the committee on education promptly reported a bill to transfer the powers and duties of the Board of Education to the Governor and Council, and the duties of the Secretary to the Secretary of State. This movement was attributed with some justice to the radical evangelical members of the Legislature and caused Mr. Mann no little anxiety, for the plea of economy was very popular that year. The vote on the measure was postponed from time to time through the whole session, so that there was no peace for the Secretary, and he had little time or strength to give to the legitimate work of the office. When it did come to a vote, the opposition chose an hour when everything was to its advantage, but even then the Board was sustained by a vote of 131 to 114. Of this Mr. Mann wrote to a friend: "Never was any question taken under circumstances more disadvantageous to the prevailing party, and I am inclined to think that it will be considered, in flash language, a settler."

The next year, 1842, the opposition made no demonstration in the Legislature and the feeling was very strong towards the Board and its measures. Mr. Mann secured an appropriation of $6,000 a year for three years for the normal schools and $15 for each school district in the state for a school library, on condition of its raising a like amount. These annual legislative afflictions were more venomous and terrific than one in this day can appreciate. Religious opposition to Mr. Mann and his work was very keen; the anti-temperance sentiment was ever on the alert to discomfort him, the pro-slavery forces were always against him, and all phases of conservatism made him a target. Combined with all these was a bitter opposition from the teachers and the ever ready plea for economy. Mr. Mann met every issue and every foe and won in every conflict. He had more medals of victory than ever came to any other educator. What Patrick Henry was in 1765, Sam Adams in 1775 and Abraham Lincoln in 1856-60, Horace Mann was in 1840-47. Men are raised up for special work, and no man ever came to the kingdom in better time than did Horace Mann, the educator.

MR. MANN'S REPORTS

To his Annual Reports Mr. Mann gave his best thought. There have been no such official educational documents prepared in any country. The later reports of the Massachusetts board, its secretary and agents have often been of inestimable value. Superintendent W. T. Harris of St. Louis, Superintendent Henry F. Harrington of New Bedford, Superintendent George Howland of Chicago, and others, issued great reports, but there has been nothing to compare with these twelve reports of Mr. Mann. The state of New York reprinted the Fifth Annual Report entire, distributing 18,000 copies gratis through the state. This same report was republished entire at public expense in England and was translated and republished entire at government expense in Germany.

Many of his public addresses were printed and extensively circulated. His address before the American Institute of Instruction at New Bedford, August, 1842, was specially published in an edition of 20,000 for free distribution.

There has never been anything to compare with the volume of his writing, its freshness and vigor, its practical and philosophical wisdom. At this day it is a better education to read his twelve reports, his speeches, and his controversies than the writings of any other one hundred men. His First Annual Report (1837) must have been a revelation in that day as it is without a peer even to this day. He said: "The object of the common school system is to give to every a child a free, straight, solid pathway, by which he can walk directly up from the ignorance of an infant to a knowledge of the primary duties of a man." He devotes the report to an exhaustive, scholarly, mighty treatment of these questions: The situation, construction, condition and number

of schoolhouses; the manner in which school committee-men discharge their duties; the interest felt by the community in the education of all its children; the position in which a certain portion of the community stands in relation to free schools; the competency of teachers. Upon each of these he enlarged with much brilliancy, discussing every phase of these questions.

His argument for expert supervision was as skilful and vigorous as anything uttered in later times: "The state employs in the common schools more than three thousand teachers at an expense of more than $465,000 raised by direct taxation. But they have not one-thousandth part of the supervision which watches the same number of persons having the care of cattle, spindles or of the retail of shop goods. Who would retain his reputation for sanity, if he employed men on his farm or in his factory month after month without oversight and even without inquiry?" In this tone he sweeps on from point to point with marvelous power.

The Second Annual Report (1838) was largely an arraignment of the educational means and methods as he found them. The first had treated of ideals and their attainment as applied to education in the state. In the second he showed that "the common school system of Massachusetts had fallen into a state of general unsoundness and debility." The schoolhouses were ill adapted to encourage mental effort and absolutely perilous to the health of children; the schools were under sleepy supervision; many of the most intelligent and wealthy citizens had become estranged from their welfare, and the teachers, although, with very few exceptions, persons of estimable character and of great private worth, yet in the absence of all opportunity to qualify themselves for the performance of the most difficult and delicate task committed to human hands, were deeply and widely deficient in a knowledge of the human mind as the subject of improvement and a knowledge of the means best adapted wisely to unfold and direct its growing faculties. "To expect that a system animated only by a feeble principle of life, and that life of irregular action, could be restored at once to health and vigor, would be a sure preparation for disappointment."

There has never been a more close, scientific study of the actual conditions than those which led to the publication of this Second Report. This analytic study is supplemented by a remarkable presentation of pedagogical principles. He shows that in learning the effective labor must be performed by the learner himself and generally this must be a conscious effort on the part of the pupil, who must not be a passive recipient but an active, voluntary agent. He must do more than admit or welcome, he must reach out, and grasp, and bring home. The teacher must bring knowledge within arm's length of the learner; must break down its masses into portions so minute, that they can be taken up and appropriated one by one, but the final appropriating act must be learner's. Knowledge is not annexed to the mind but the mind assimilates it by its own vital powers. Each must earn his own knowledge by the labor of his own brain. Nature recognizes no title to learning by inheritance, gift or finding. Development of mind is by growth and organization. All effective teaching must have reference to this indispensable, consummating act and effort of the learner. Every scholar in the school must think with his own mind as every singer in the choir must sing with her own voice. The first requisite is the existence in the mind of a desire to learn. Children who spend six months in learning the alphabet will, on the playground in a single half-day or moonlight evening, learn the intricacies of a game or sport—where to stand, where to run, what to say, how to count, and what are the laws and the ethics of the game; the whole requiring more intellectual effort than would suffice to learn half a dozen alphabets. So of the recitation of verses, mingled with action, and of juvenile games, played in the chimney corner. And the reason is, that for the one, there is desire; while against the other, there is repugnance. The teacher, in one case, is rolling weight up hill, in the other down; for gravitation is not more to the motions of a heavy body than desire is to the efficiency of the intellect. Until a desire to learn exists within the child, some foreign force must constantly be supplied to keep him going; but from the moment that a desire is excited, he is self-motive and goes alone.

As is often the case, the multitude of virtues in this Report made much less impression than the few stinging sentences, as "sleepy supervision," "a state of general unsoundness and debility," "animated only by a feeble principle of life and that life in irregular action." The wide world over his great utterances were appreciated, but at home the few sharp expressions rankled and were never forgotten by the leading teachers.

The Third Annual Report (1839) dealt with the people and their responsibility for the improvement of the schools. It also dwelt upon the necessity of public libraries for the general intelligence and upon universal and ever enlarging educational opportunities. The characteristic feature of Mr. Mann's reports is the way in which he grapples with one or two subjects and treats them with the mastery of a statesman. In this Third Report he shifts the responsibility largely from the teacher to the community, to public sentiment, to liberality of support, to loyalty to the highest good in locating school buildings, choosing and retaining teachers. His treatment of the factory question in relation to attendance should be reprinted and circulated in the factory towns all over the land.

After portraying the educational effect of

having a child become a part of a machine by the regularity of his movements according to orders in a factory, he draws this terrible indictment of the system:—

"The ordinary movements of society may go on without any shocks or collisions; as in the human system, a disease may work at the vitals, and gain a fatal ascendancy there, before it manifests itself on the surface. But the punishment for such an offence will not be remitted because its infliction is postponed. The retribution, indeed, is not postponed, it only awaits the full completion of the offence; for this is a crime of such magnitude, that it requires years for the criminal to perpetrate it in, and to finish it off thoroughly in all its parts. But when the children pass from the conditions of restraint to that of freedom, from years of enforced but impatient servitude to that independence for which they have secretly pined, and to which they have looked forward, not merely as the period of emancipation, but of long-delayed indulgence; when they become strong in the passions and propensities that grow up spontaneously, but are weak in the moral powers that control them, and blind in the intellect which foresees their tendencies; when, according to the course of our political institutions, they go, by one bound, from the political nothingness of a child to the political sovereignty of a man,—then, for that people who so cruelly neglected and injured them, there will assuredly come a day of retribution."

The public libraries of Massachusetts are her pride as they are the wonder and admiration of the world, and for them we are largely indebted to this Third Annual Report of Mr. Mann. For all true, wise advocates of public libraries will turn to this treasure-house of argument for their inspiration.

The Fourth Annual Report grappled with the great educational vice of the century following the Revolution, the local school district, which George H. Martin aptly characterized as "the high-water mark of modern democracy and the low-water mark of the Massachusetts school system." Mr. Mann attempted to remedy this by the union of districts. It is in this Fourth Report that he deals with greatest vigor with the problems presented by the normal schools.

Mr. Mann always felt that one of the great victories of his educational career was the exclusion of pretension to scholarship and the accomplishment of thoroughness in the branches a knowledge of which was fundamental.

"At the normal school at Barre during the last term, the number of pupils was about fifty. This number might have been doubled if the visitors would have consented to carry the applicants forward at once into algebra and chemistry and geometry and astronomy, instead of subjecting them to a thorough review of common-school studies. One of the most cheering auguries in regard to our schools is the unanimity with which the committees have awarded sentence of condemnation against the practice of introducing into them the studies of the university to the exclusion or neglect of the rudimental branches. By such a practice a pupil foregoes all the stock of real knowledge he might otherwise acquire; and he receives in its stead only a show or counterfeit of knowledge, which, with all intelligent persons, only renders his ignorance more conspicuous. A child's limbs are as well fitted in point of strength to play with the planets before he can toss a ball, as his mind is to get any conception of the laws which govern their stupendous motions before he is master of common arithmetic. For these and similar considerations, it seems that the first intellectual qualification of a teacher is a critical thoroughness, both in rules and principles, in regard to all the branches required by law to be taught in the common schools; and a power of recalling them in any of their parts with a promptitude and certainty hardly inferior to that with which he could tell his own name."

This Fourth Report may be characterized as high-water mark in the practical treatment of every-day questions connected with education.

The Fifth Annual Report was the first to create a sensation the world over. There had been a growing reverence for the man throughout America and in foreign parts, but it was his Fifth Report (1841) that was printed at public expense and eighteen thousand copies distributed by the New York legislature, by British Parliament, and translated by the German government. It is a glorious presentation of the effect of education upon the worldly fortunes of men—upon property, upon human comfort and competence, upon the outward, visible, material interests or well-being of individuals and communities. He showed that the aggregate wealth of a town will be increased just in proportion to the increase of its appropriations for schools; tax for schools is an investment and not a burden; money invested in the education of a child will more than double his patrimony. Education ministers to our personal and material wants beyond all other agencies, whether excellence of climate, spontaneity of production, mineral resources, or mines of silver and gold.

He shows the difference in productive ability between the educated and the uneducated, "between a man or woman whose mind has been awakened to thought and supplied with the rudiments of knowledge by a good common-school education and one whose faculties have never been developed, or aided in emerging from their original darkness and torpor, by such a privilege."

The effect of this Report was not to glorify the material aspect, for he says: "This tribute is still the faintest note of praise that can be uttered in honor of so noble a theme; and how-

ever deserving of attention may be the economical view of the subject yet it is one that dwindles into insignificance when compared with these loftier and more sacred attributes of the cause which have the power of converting material wealth into spiritual well-being, and of giving to its possessor lordship and sovereignty alike over the temptations of adversity, and the still more dangerous seducements of prosperity, and which—so far as human agency is concerned—must be looked to for the establishment of peace and righteousness upon earth, and for the enjoyment of glory and happiness in heaven."

The Sixth Annual Report (1842) attracted comparatively little attention dealing as it did largely with the question of teaching physiology in schools. Mr. Mann was very generally suspected of coming dangerously near being a "crank," and his work had been hindered in many important phases by this malarial suspicion. He was radical on the temperance question, was an intense enthusiast over the insane, the deaf, dumb, and blind, and was withal an ardent champion of phrenology. These facts, taken as a whole, led the great body of the people to fear that sooner or later he would go off at a tangent, so that when this Sixth Report appeared, one of the longest he had written, devoted largely to physiology they accepted without hesitation the general judgment that the expected had happened. For six years he had had many very bitter opponents, but the more influential among them had nursed their wrath in silence. There had been an element of devotion and of grandeur in the first five reports that led such men to say "the hour has not struck" for us to speak. This Sixth Report came also at a time when public impatience with phrenology was quite distinct so that the appearance of this report marked the moment of misfortune for Mr. Mann. He had done the wrong thing at the wrong time and no one realized this more than he. These conditions must be taken into account in estimating the great controversy with the "Thirty-one Boston Masters" which followed.

Mr. Mann thought he was doing the best thing possible to right his craft when he married and went abroad for several months. The former act was a blessing for which he never ceased to be thankful, but the trip abroad was the beginning of fateful complications.

THE FAMOUS SEVENTH REPORT

A sad chapter in Mr. Mann's life is that which deals with his controversy with the thirty-one Boston masters. Had he died with the issuance of his Fifth Annual Report he would have been glorified in death as at no other hour of his life. Had he "passed away" when he sailed for Europe, there would have been a host of good people in Massachusetts to say: "Well, he dies at a good time." But his permanent place in educational history is due to the great controversy with the Boston masters more than to all other experiences of his life. In its humiliation, which was great, appeared his ultimate power. There was never a better illustration of the truth that emergencies make men.

His Fifth Report was the climax of his growing power; its reception by all peoples of both hemispheres threw him off his guard. He was physically worn out and mentally exhausted. The highest aspirations of his professional life seemed about to be realized and he wrote this report on physiology, which, though a great document in itself, came as an anti-climax to an expectant people.

From the first his standard had been the Prussian schools which had in twenty years attained ideal conditions, consequently when he went abroad he studied those schools as a worshipper. He was lionized everywhere in Scotland, England, Ireland, Germany, Saxony, Holland, Belgium, France and Prussia. His Fifth Report met him in every land and he returned with renewed physical and mental vigor, with higher aspirations and a realization of the fact that he was no longer merely the secretary of the Massachusetts State Board of Education, but an international educational leader. He wrote his Seventh Annual Report (1843) with every condition favorable for the highest flights but equally so for occasional descents. No man ever had occasion to expect more from any official utterance than Mr. Mann from this report, both hemispheres were awaiting it and he had every reason to anticipate a chorus of praise.

This Seventh Report was almost exclusively concerned with what he saw abroad. Read in the light of modern times when criticism is freely indulged in, one cannot understand why any special exception should have been taken to this Report in which he said: "I have visited countries where there is no national system of education, and countries where the minutest details of the schools are regulated by law. I have seen schools in which each word and process, in many lessons; was almost overloaded with explanations and commentary; and many schools in which four or five hundred children were obliged to commit to memory in the Latin language, the entire book of Psalms and other parts of the Bible, neither teachers nor children understanding a word of the language which they were prating. I have seen countries in whose schools all forms of corporal punishment were used without stint or measure; and I have visited one nation in

whose excellent and well-ordered schools scarcely a blow has been struck for more than a quarter of a century. On reflection, it seems to me that it would be most strange if, from all this variety of system and of no system, of sound instruction and of babbling, of the discipline of violence and of moral means, many beneficial hints for our warning or our imitation could not be derived."

To a reader of our day, he appears to have written in the best of spirit, though he says: "I do not hesitate to say that there are many things abroad which we, at home, should do well to imitate; things, some of which are here, as yet, mere matters of speculation and theory, but which, there, have long been in operation, and are now producing a harvest of rich and abundant blessings. If the Prussian schoolmaster has better methods of teaching reading, writing, grammar, geography, arithmetic, etc., so that, in half the time, he produces greater and better results, surely we may copy his modes of teaching these elements, without adopting his notions of passive obedience to government, or of blind adherence to the articles of a church. By the ordinance of nature, the human faculties are substantially the same all over the world; and hence the best means for their development and growth in one place must be substantially the best for their development and growth everywhere. The spirit which shall control the action of these faculties when matured, which shall train them to self-reliance or to abject submission, which shall lead them to refer all questions to the standard of reason, or to that of authority—this spirit is wholly distinct and distinguishable from the manner in which the faculties themselves should be trained; and we may avail ourselves of all improved methods in the earlier processes, without being contaminated by the abuses which may be made to follow them. The best style of teaching arithmetic or spelling has no necessary or natural connection with the doctrine of hereditary right; and an accomplished lesson in geography or grammar commits the human intellect to no particular dogma in religion.

"A generous and impartial mind does not ask whence a thing comes, but rather 'what is it?' Those who at the present day would reject an improvement because of the place of its origin, belong to the same school of bigotry with those who inquired if any good could come out of Nazareth; and what infinite blessings would the world have lost had that party been punished by success! Throughout my whole tour, no one principle has been more frequently exemplified than this—that wherever I have found the best institutions—educational, reformatory, charitable, penal or otherwise—there I have always found the greatest desire to know how similar institutions were administered among ourselves; and where I have found the worst, there I have found most of the spirit of self-complacency, and even an offensive disinclination to hear of better methods."

He takes occasion to speak with exuberant praise of the work done by his friend, Dr. S. G. Howe, in the Institution for the Blind. He gives an elaborate transcript of the lesson he heard taught in a Scotch school, but his greatest enthusiasm is manifest in his description of work in the Prussian schools, emphasizing their methods of teaching reading. Referring to these schools, he says that he is persuaded that no thorough reform will be effected in Massachusetts schools till the practice of beginning with the alphabet is abolished, and says when he inquired in Prussia if they began with the names of the letters as given in the alphabet, the look they gave him implied no great respect for his professional intelligence. He devotes several pages to ridiculing the alphabet method. He thus considers each of the elementary school subjects.

This report appeared in the spring and was immediately construed by the Boston masters as a reflection upon their methods. The first reception of the report was the most enthusiastic given to any of his publications, but the private criticism greatly annoyed him, and he wrote, as early as April: "There are owls who to adapt the world to their own eyes would always keep the sun from rising. Most teachers amongst us have been animated to greater exertions by the account of the best schools abroad. Others are offended at being driven out of the paradise which their own self-esteem had erected for them." The first open attack was through the columns of a religious paper. These attacks became very virulent and Mr. Mann replied; but in publishing his reply the editor made some "weak and wicked" comments, to which he also replied. This reply was not published in that paper but printed elsewhere, and a lively newspaper controversy followed.

"REMARKS" OF THE MASTERS

Through the spring and summer, in nearly every educational convention held throughout the state, some of the grammar masters of Boston, Worcester and other cities were sure to be upon the program and always with an attack on the ideas presented by Mr. Mann in his Seventh Annual Report. But all this, though annoying, was unimportant in comparison with "The Remarks on the Seventh Annual Report of the Hon. Horace Mann," a a document of 144 pages issued by the thirty-one Boston masters. These "Remarks" were

prepared by four different members of the Masters' Association, each section read before that body, and then published in the hope that they might "help in some degree to correct erroneous views and impressions, and thus tend to promote a healthy tone in public sentiment in relation to many things connected with the welfare of our common schools." "The teacher, who has stood for many years, himself against a host of five or six hundred children from all ranks and conditions of society, thinks he may once ask a hearing before the public. We know that literary and moral amateurs seem very often to repudiate the notion, that 'experience is the best schoolmaster.' We would not less eschew impatience with such and the great community, than with the children of our charge. We desire no assent to anything which is not right and reasonable; but being of one mind in regard to great cardinal principles, we shall once, at least, venture 'abroad' in their defence."

The thirty-one masters who signed this document were: Barnum Field, Franklin School; Joseph Hale, Johnson School; Samuel S. Greene, New North School; Cornelius Walker, Wells School; William D. Swan, Mayhew School; William A. Shepard, Brimmer School; A. Andrews, Bowdoin School; James Robinson, Bowdoin School; William J. Adams, Hancock School; Peter Mackintosh, Jr., Hancock School; Samuel Barrett, Adams School; Josiah Fairbank, Adams School; C. B. Sherman, Eliot School; Levi Conant, Eliot School; Aaron D. Capen, Mayhew School; Frederick Crafts, Hawes School; John Alex. Harris, Hawes School; Abner Forbes, Smith School; Albert Bowker, Lyman School; Nathan Merrill, Franklin School; Reuben Swan, Jr., Wells School; George Allen, Jr., Endicott School; Loring Lathrop, Endicott School; Henry Williams, Jr., Winthrop School; Samuel L. Gould, Winthrop School; Thomas Baker, Boylston School; Charles Kimball, Boylston School; Joshua Bates, Jr., Brimmer School; Benj. Drew, Jr., New North School; J. A. Stearns, Mather School; Jona. Battles, Jr., Mather School.

These "Remarks" were as brilliant productions as ever came from the pens of grammar masters. Six months, practically, had been spent in the preparation. Of course there is much which now seems too ridiculous to have been written with seriousness which then passed for brilliant appeals to the convictions and prejudices of the people. The masters make a strong presentation of the virtues of the "Puritan fathers who founded a university in ten years after they landed upon New England's rude and rocky shore," and established the common schools—"to whose influence the present generation is indebted for most of the civic, social and religious blessings"; call attention to the fact that the great leaders of two hundred years could boast no higher alma mater than the rude room of some humble house in which they gathered a few weeks each season; and seem to apologize for the teachers "who have left behind them monuments which should exact feelings of gratitude rather than produce dissatisfaction."

"With all the rude fixtures and other inconveniences for school purposes, an enlightened public sentiment was early formed, which sustained the State Legislature in giving hundreds of thousands of dollars to the colleges and other seminaries of learning. After making allowance for the social evils of war and intemperance, the progress of education to the present time seems truly wonderful. The good cause was never more prosperous than at the time the Board of Education was formed, and the establishment of such a body, with little or no opposition, certainly indicated a healthy tone in public sentiment. All the friends of the common schools, from the governor to the most humble citizen, felt a desire to see these institutions improved, and their blessings extended to every child in the commonwealth. The desire was for improvement, and not for revolution, in that 'ancient and cherished institution, the common schools of Massachusetts.'" Mr. Mann had described a performance by the blind on organs unusual in this country, organs constructed with a set of keys for the feet, so that the feet could play an accompaniment to the hands, and he is informed, sarcastically, that there are fifty such organs in churches within sight of the State House.

Mr. Mann claimed that in six weeks he visited hundreds of schools and saw tens of thousands of scholars, saying that he did not merely look at these schools but that he entered them before the first recitation in the morning and remained until after the last at night. He is reminded that in another connection he speaks facetiously of the mathematical instruction in our schools, saying: "If a boy states that he has seen 10,000 horses and you make him count 10,000 kernels of corn, he will never see so many horses again," and they suggest that if he should count the number of school days in six weeks he would not visit so many hundreds of schools or see so many tens of thousands of scholars in the same time.

Mr. Mann commended the good conduct in the Holland schools where they have no corporal punishment, remarking that one pupil in 100 is expelled for bad conduct. His attention is called to the fact that good conduct is rather expensive according to his own showing.

"A sacrilegious hand has been laid upon everything mental, literary, and moral that did not conform to the new light of the day. Fulminations of sarcasm and ridicule, from the lecture room and the press, in essays and speeches, were the forebodings of the new era in the history of common schools, and in the experience of teachers. After Washington had crossed the Delaware, in the darkest hour of the Revolution, Congress gave him new power, in consideration of the new work before him; but it seemed that before the teacher could

be allowed to go on in his great work of warring against ignorance, idleness and vice, his authority should be abridged, and all his acquired reputation and influence forfeited, as would be the goods of a contraband trade. All exaggerated accounts of cases in the school discipline of some teachers, and the supposed disqualifications of others, seemed to be set forth to lessen the authority, influence and usefulness of teachers, and give a new direction to public sentiment.

"In matters of education, how vain and worthless have been spasmodic efforts and hot-bed theories, in which the projectors have disregarded expense and observation! Of such vagaries, in the first place, may be mentioned the infant school system, which for a while was the lion of its day. The fond parent, the philosopher, and the philanthropist were equally captivated by the scintillations of infantile genius. The doting mother and the credulous aunt, with rapturous delight told their friends of the rapid progress of the prattling child; and the learned president of a New England college, when he heard the little philosopher say that the hat, including the ribbon and buckle, was composed of parts of the three kingdoms of nature, the animal, vegetable and mineral, remarked that he then saw by what means the world would be converted; and he seemed to think that in Geology, Botany, and Zoology there would be no farther need of the services of Lyell, Gray and Audubon; but the object of live mental vision proved an ignis fatuus. The sister of a distinguished governor said the whole affair of infant schools reminded her of those youthful days when she planted beans in the garden and soon pulled them up to see if the roots had grown."

The normal schools in their early days afforded abundant opportunity for these critics to turn against them many of the things that Mr. Mann had said regarding the common school system.

Mr. Mann's reason for going abroad was the fact that he had spent six years and spared neither labor nor expense in fulfilling that portion of the law which requires that the secretary shall collect information; and for this purpose had visited schools in most of the free states and in several of the slave states of the Union, and had done all he could to learn what was being accomplished throughout this country. He had turned his eyes again and again to some new quarter of the horizon with the hope that they might be greeted by a brighter beam of light.

"Actual observation alone can give anything approaching to the true idea. I do not exaggerate when I say that the most active and lively schools I have ever seen in the United States must be regarded almost as dormitories, if compared with the fervid life of the Scotch schools; and, by the side of theirs, our pupils would seem to be hibernating animals just emerging from their torpid state, and as yet but half conscious of the possession of life and faculties. It is certainly within bounds to say there were six times as many questions put and answers given, in the same space of time, as I ever heard put and given in any school in our own country."

"Nor is this all. The teacher does not stand immovably fixed to one spot (I never saw a teacher in Scotland sitting in a schoolroom), nor are the bodies of the pupils mere blocks, resting motionless in their seats, or lolling from side to side as though life were deserting them."

Mr. Mann was asked what he knows of the present state of the Boston schools from actual observation and is told that he knows comparatively nothing as he has not in six years visited a single school in the city and knows nothing of them by observation and he makes hasty statements and comparisons upon matters abroad and at home. For instance, he devotes a chapter to music in the Prussian schools while he never heard any singing exercise in the Boston schools. It is not known to any of the masters that the secretary has improved any opportunity, within five years, of knowing anything of the views of Boston teachers or anything of their. plans or the result of their instruction. He has not held a meeting in Boston for six years, and it is difficult for us to understand how Mr. Mann could have collected or diffused any information in Suffolk County. Many of the thirty-one masters were graduates of colleges and universities, had had much experience, frequently assembling themselves together, and had delivered addresses upon many educational subjects.

All in all, this was a bright, strong document with which the thirty-one masters might well feel satisfied, but the times were against them. Five years before, this would have been a stunning blow, but the sentiment had changed, and though they were congratulated by the fraternity, it rallied to the support of Mr. Mann multitudes who had hesitated hitherto to identify themselves with him. Though many laughed at the sharp thrusts and the just criticisms, they ended by sympathizing with him, saying that he would be more careful of his rhetoric and his figures another time. Although it was rumored for some weeks that the Boston masters were planning a severe attack on Mr. Mann he was taken entirely by surprise. He had no suspicion that his report was so vulnerable nor that the masters were so able. Six months of close study were given to their work and when it appeared it was a masterpiece. The effect upon Mr. Mann was all and more than his bitterest opponent could ask. It cut him to the quick. Speaking of it to a friend in England he said that he had suffered severely in the conflict so far as his feelings were concerned and added: "I have doubtless suffered considerably in reputation." He was severely wrenched by their criticisms and replied while his indignation had the better of his judgment.

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"REPLY" TO "REMARKS"

Up to this time every public utterance had been prepared with the utmost care, with a view to permanence in literature, universal scholarly respect, and the highest influence. Now he forgot all this and wrote without preparation, and with a feeling of contempt for his antagonists. In this last phase of mind lay his greatest weakness. Notwithstanding his effort in the "Reply" to give the impression that he had the highest respect for teachers—some teachers—one cannot escape the feeling that he had never had any adequate respect for the Boston masters. He estimated them by their numbers, their influence gained through the other teachers who were indebted to them, and through their pupils whose loyalty was natural. In a letter written at the time may be seen his misconception of the men, affirming, as he does, that these grammar school masters saw their own condemnation in these descriptions of their European contemporaries, and "resolved as a matter of self-preservation, to keep out the infection of so fatal an example as was afforded by the Prussian schools"; the spirit of evil prevailed among the masters; the writing of the "Remarks" fell into bad hands. The same spirit appears when he says that the normal school at Lexington was so much above even the conception of most teachers as not to be appreciated by them as a rule.

When these "Remarks" appeared he would not acknowledge their ability or the strength of any of their positions, but applied ridicule and treated them largely with contempt. It is easy to see how he could have crushed the masters at a single blow had he dealt with them after his usually careful and artistic fashion in a pamphlet of twenty pages; instead he chose to write 175 pages, many of which were in no sense creditable to him.

He read their "Remarks" with astonishment and grief but proceeded to show very clearly that indignation and retaliation played a more important part. They were accused of introducing his name a hundred times and more in connection with sentiments that he never felt and with expressions that he never uttered; they were not philosophical but censorious and aspersive; many of them were young, "mewling and purling in their nurses' arms" when the principals of the normal schools had achieved success; the grammar masters were "like thirty-one vulgar fractions multiplied into themselves, yielding a most contemptible product"; there were "sutures and overlappings where the heterogeneous parts are rudely joined together"; they showed a "culpable indifference to truth and the sacredness of character"; their literary effort as claimed by themselves in the "Remarks"

would have required but a line a day from each in the time devoted to it; many of the "Remarks" were old lectures new-vamped; it must have been remorseless imposition of labor; the pages swam with error.

The depth of his feeling is best shown when at the close of a long plea for harmony between himself and the thirty-one masters, he makes an exception in regard to one individual, the "author whoever he may of the first section as far as page 38" saying: "Until he changes his nature or I change my nature we must continue to dwell on opposite sides of the moral universe." He then devotes more than a page to his characterization of this "maligner." Some of the signatures affected him with amazement and unspeakable regret and could tears of night efface them, they would be gladly shed. His report had been mutilated and garbled; the shade had been copied and all the light omitted; a forgery of the original had been sent out; they had made fraudulent transpositions.

The "Reply" was certainly earnest and the writer had all the over-confidence of an accused man who knows his innocence and knows that he can prove it, but it is inconceivable that a man of his talent and experience should recite the fact that he had taught district schools, tutored in college and served on a country school board as though these were any adequate training. It was the man and not his trifling previous experience in school work that led to his call to the secretaryship. He nowhere appears to less advantage than when he meets their arraignment for not having visited the Boston schools. It is inconceivable that he should give pages to the proof that it was not possible for them to know absolutely of their own experience whether or not he had visited the schools, since some of them had not been teaching in their present positions so long and they were not always in attendance; and proceed to charge them with bearing false witness in testifying that they knew what they could not have known; giving much space to showing that he had once heard a singing lesson, had visited two schools with the mayor spending half an hour in each, had been at an exhibition and in all had visited the Boston schools twelve times in five years and then try to demonstrate that this is their mathematical share of his time. It was fruitless, also, for him to attempt to escape the responsibility for having spoken disparagingly of teachers by citing pages of fairly complimentary things said of them in other reports and addresses. No one knew better than Mr. Mann that there can be no trial balance in such cases, that there are debts that can never be paid off in that way. A man may have paid millions in the past but it does not save him from insolvency when the last great debt appears in judgment. It was equally useless for a man in his position to seek exemption from the consequences of his undervaluation by quoting from other lesser men who had spoken with greater indiscretion. There was not wanting abundance of opportunity for a terrific blow had he been in the mood and condition to have dealt it. Their claim that the schools of the Commonwealth were in excellent condition when he came into office is met in a masterly manner; in many towns education was sadly neglected; there was no provision for higher education at public expense except in a few cities; there was in many places no provision for children under nine or ten; many schools were open but a few weeks; and many scholars traveled from one section of the town to another. In this their charge was skilfully met.

The assumption that he had in any wise attacked the Boston schools was almost cruelly met with the cold facts that he had merely mentioned Boston with Lexington and a few other places in Massachusetts to show the relative location compared with the places visited in Europe, and that the attempt to make him connect Boston with the Scotch schools was more than absurd, it was vicious. There is no gainsaying his accusation that their method of making him say what he never said would make the Bible say there is no God when it merely recites the fact the fool hath said this in his heart. Mr. Mann admits the justice of the charge of redundancy of metaphor and illustration, and says it is the fault of his mind, and that if they could only know how much he strives against it they would pity rather than censure.

While all of the masters were not in full sympathy with the tone and temper of the "Remarks" in every particular, the fraternal sentiment led to the signing of them, and all but W. J. Adams stood together loyally.

Mr. Mann had an experience at Brown University from which he should have learned to sympathize with the "thirty-one." He was chosen orator of a mock service in the chapel and the college authorities forbade the exercise. Mann did not favor the carrying out of the plans, but when he found that the others would insist, he said: "I would better rebel against the college government than against the majority of my fellow students," and so he went ahead with them and delivered his oration. It was this spirit that made the thirty-one Boston masters a unit in their "Remarks."

Mr. Mann's "Reply" was a great surprise to both sides, revealing him in a new light. Such vindictiveness was not supposed to be in his nature. All the intensity of twenty years of political and official life and religious controversy had not called forth upon the combined enemies of all truth, righteousness and progress a hundredth part of the terrors of this "Reply." Its assumptions and assurances were so extravagant, its denunciations so violent, its claims to personal superiority so heroic that it fairly dazed the public and for the moment

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paralyzed the masters. The masters were in a most uncomfortable and unfortunate position. He had made them appear to antagonize Dr. Samuel G. Howe, Cyrus Pierce, George B. Emerson and others. Like magic the social, intellectual and progressive political leaders rallied as champions of Mr. Mann, who showed himself to be a terrific fighter and a merciless foe. The peace he offered the masters, provided they would offer up Barnum Field as a scapegoat, could not be thought of for a moment, and Mr. Mann accepted that as a challenge from the thirty-one. He enlisted the press very generally against the masters and took a personal interest in electing members of the school board who were his ardent friends. It was decided to have a vigorous examination of the grammar schools and the masters petitioned the mayor not to appoint either Dr. Howe or Mr. Brigham for either of the examinations, but he made each chairman of one of the committees therefor. Nothing could have been more discomfiting to the masters or a greater triumph for Mr. Mann, who advised with the committee regarding the removal of several of the masters, four of whom soon retired from the service. When the results of the examinations, which had no single ray of cheer in them, were made public eight thousand copies were printed for free distribution. It was at such an hour of triumph for Mr. Mann that they prepared the "Rejoinder" to the "Reply" to the "Remarks" upon his Seventh Report.

"REJOINDER" TO THE "REPLY"

Mr. Barnum Field respectfully declined to sign the "Rejoinder" because Mr. Mann had said that he was never to be forgiven and they must continue to dwell on opposite sides of the moral universe. In his place appeared a powerful presentation of the case of the thirty-one masters, calm, clear, firm, earnest. The writers of the other sections were William A. Shepard, S. S. Greene, and Joseph Hale.

Read today, this first part stands as an unimpeachable indictment of the matter, method and manner of Mr. Mann's "Reply." He is charged with misunderstanding or misrepresenting their "Remarks"; with having accused them of what was farthest from their thought; with having attributed motives of which they never dreamed; with injustice, impatience and ill temper. They lose much, however, from being forced to apologize for what Mr. Mann had made them appear to have said and for having to take the attitude of defence of themselves as well as of their "Remarks."

Their great gain was in throwing back upon Mr. Mann every one of the really good points he had made against them. Where he had represented them as falsifiers not worthy to

be instructors of youth because they had asserted that he knew nothing of the Boston schools—claiming to have visited these schools twelve times in the five years specified—they show that five of these occasions, by his own admission, were after the writing of the report; that the other seven had not averaged fifteen minutes each; that one was to examine a map exhibition; one to see the building; one was after school hours; one was after the recitations closed; one at an exhibition; one for the purpose of making a speech; one to hear a lesson in music.

Mr. Mann had made much of the fact that he had frequently visited Mr. Harrington's and Mr. Tower's schools for they were the best in the city, but the former had left teaching before the five years' limit and the latter two years before that.

Mr. Mann's attempt to escape their shaft at his tens of thousands of pupils visited in Prussia on the ground that he had said: "I think I may say" and had not put it positively, is turned upon him with irresistible force because he said: "I think I may say, within bounds, tens of thousands." Mr. Mann is left without one unchallenged personal position and in every way his "Reply" is shown to be more vulnerable than his report. Many of the wonderful methods seen in Prussia, published and glorified as coming from there, were in daily use in Boston and had been for four or five years. The masters had been studying these new things from Prussia in advance and had adopted some, and adapted others, and his ignorance thereof is made to recoil upon him with much force.

Mr. Shepard's "Rejoinder" is more sarcastic, more brilliant and consequently less effective. He was a young man but talented and specially gifted in controversy and among the many rankling suggestions was the irresistible ridicule in commenting upon the Sunday-school visitation. In attempting to parry the thrust in the "Remarks" where Mr. Shepard had figured out thirty-six days in six weeks, Mr. Mann had insisted that as he had visited Sunday schools these ought to be included and the whole be figured on the basis of forty-two days, which correction Mr. Shepard allows very graciously, but in a decidedly merry vein. Among the pleasantries of Mr. Shepard is a figuring out of the "leaps into the air in a Scotch school." In Mr. Mann's ardent description of this school, speaking of the enthusiasm, he declares that the children "actually leap into the air from the energy of their impulses, and repeat this as often as once in two minutes on the average," and Mr. Shepard shows that this must mean three thousand, six hundred "leaps into the air" or one leap every two seconds.

Mr. S. S. Greene's "Rejoinder" is a dignified discussion of what has since come to be regarded as the "word" method of teaching reading, and although "logical," bright and brilliant, it appears so absurd in the light of modern revelations that one reads it with impatience. From the first Mr. Mann had every pedagogical advantage as they had the personal. He knew that he was in the right, knew that the new methods in reading, geography, language and arithmetic were as sure to come as noon to follow the dawn. There has scarcely been an idea in all the departures of recent years not embodied in Mr. Mann's Seventh Report. Every progressive movement in teaching words, in using maps, in nature study, in abolishing corporal punishment, in emphasizing the moral element in education was championed with intensity by Mr. Mann in his Seventh Report, fifty years ago.

The "Remarks" and the "Rejoinder" were mainly devoted to defending what no power could save and the sentiment of the city realized it. The logical skill and masterly style of these two great documents, together with the fact that everyone recognized that they had the advantage of him in the controversy but gave greater emphasis to the truth for which he stood. The strength of these two masterpieces of controversy was their weakness and with the appearance of the "Rejoinder" Mr. Mann's place as an educator was for the first time unchallenged, and the city and the state were ready to do his bidding for the advancement of education. The "Rejoinder" caused no ripple of excitement, the public interest in the controversy had abated, public judgment was made up and language counted for little. Mr. Mann was enthroned as the genius of educational progress and few took the trouble to read what was so well said by his antagonists. It was the old, old story with which the world is so familiar. "There is a tide in the affairs of men, which taken at the flood leads on to fortune."

THE "ANSWER" AND THE CRISIS

Mr. Mann's "Answer" to the "Rejoinder" shows him in quite a different light. "Richard is himself again." He was certainly not himself when he wrote his "Reply." He admitted afterward that he was driven to the wall and must turn upon his pursuer and vindicate himself. It was an act of desperation. It grieved his friends, who lost no time in rallying to his assistance.

The details of the conflict were taken out of his hands at once. It was seen that he was no better qualified to conduct his own case than a lawyer to plead his own cause or a physician to administer to himself in a high fever. Thirty of the most eminent men in Boston organized themselves at once to withstand the attack of the thirty masters—Mr. Adams' withdrawal having reduced their number to thirty. They took in hand the election of School Boards, the naming of committees for

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the examination of the grammar schools, the removal of inefficient grammar masters—four of them were dismissed within two years,—the management of the Legislature and all other matters of this kind. The names of these men were never made public and their co-operation was not known for a long time. The masters thought their triumph was to be sure and speedy. They had every reason so to think, and some of them had said, in the hour of over-confidence: "The Board of Education is already abolished, we only await the action of the Legislature to record the fact." They soon found, however, that they were not in a conflict with Mr. Mann but with the spirit of progress itself, with principalities and powers, with unseen forces, social and political.

No men or body of men could have won in such a contest. In it all of Mr. Mann's grandeur was apparent. His friendships were in evidence, Josiah Quincy, Charles Sumner, Edward Everett, John G. Whittier, Henry Wilson, Anson P. Burlingame, Theodore Parker, with merchants, bankers, and professional men, arrayed themselves with him. These thirty at once raised among themselves $5,000 and asked the Legislature for a like sum, that thus $10,000 might be placed in the hands of the Board of Education for the improvement of the normal schools. Charles Sumner gave his bond for the payment of this sum. This was done as a vote of confidence in the Board and its secretary and it passed almost unanimously. For the first time there was no opposition in the Legislature to the Board or to anything that it proposed. Indifference to education everywhere disappeared and even the state teachers' association that had arranged a program attacking the Board, read the signs of the times in season to change the plans and have no reference to the Board whatever.

Mr. Mann's "Answer" recognized the fact that he had nothing to fear and although he can scarcely be accused of being merciful, he was temperate, and the chastisements which he administered were with the hand of a master. The "Rejoinder" had explained very fully that the "Remarks" did not mean what the "Reply" had made them seem to mean, and he skilfully humiliated the masters by accepting their adequate apology. With the same force he declines to notice the "bitterness" in the "Rejoinder" on the ground that bitterness is bitter enough when it is fresh, but it is intolerable when it is sour. The "Answer" had little interest then and less now for it was understood then and is better understood now that the controversy had been fought out on general influences rather than in the technicalities of discussion. No one cared how many times he had visited the Boston schools, for what he had gone, or with whom. None cared how many schools he had visited in six weeks in Prussia nor how many "leaps into the air" the children made per minute in the Scotch school; none cared for the question of veracity or the extent of the flights of rhetoric or imagination. It was enough that Mr. Mann had established the principle that teachers should be trained, that was common sense; that there should be less corporal punishment, that was common sense also,—the number of punishments in Boston was reduced eighty per cent. in two years after the "Remarks"; that he believed in methods in reading, geography and arithmetic, that looked sensible on the surface, and the general verdict was that it was vicious for the masters to annoy him and call him off from his greater work.

The weakness of his "Reply" and the strength of the "Remarks" and of the "Rejoinder" concerned no one. The world had its own interests and concerned itself not the least with the justice or the injustice of the case, with argumentative winnings and losings of the disputants. The public formed its judgments by the logic of events and that verdict glorified Horace Mann and made him educationally immortal.

There is no better opportunity to study the hidden forces in society than is presented by the conditions in Boston in 1843-6 and the experiences of Horace Mann and the thirty-one Boston masters.

Mr. Mann made an educational crisis. To make a crisis one must focus public attention upon some issue; force the opponents to make so clear a presentation as to satisfy all parties interested; and convince the disinterested public that the opposition occupies wholly untenable ground. This is the highest achievement of a reformer. No man is great who cannot in the emergency focus public attention upon his issue, who does not succeed in getting a mighty presentation of the opposition, who does not win the disinterested public. Pitt's fame was largely due to Walpole; and Disraeli's to Gladstone. Webster's niche is largely due to the masterly speech of Hayne to whom he could and did reply, and Lincoln would never have had the opportunity to immortalize himself but for the mighty speeches of Stephen A. Douglas which he answered. Horace Mann would never have had his place as an educator but for the controversy with the Boston masters. Were it possible, as it is not, to rob those two great documents—the "Remarks" and the "Rejoinder"—of their strength, Mr. Mann would be robbed largely of his pre-eminence. His first five reports and his crusades up and down the state had focused public attention, but in all those years there were well-defined suspicions that his was not a disinterested service, that his wisdom was not without alloy. The Unitarians had captured most of the churches in and about Boston, they had taken to themselves Harvard College and there were not wanting those who hinted broadly that Mr. Mann had sectarian designs on the public schools.

So long as he lectured abstractly, and talked of reforms that were needed, people were willing that he should talk; when the "Remarks" appeared everybody said, as they did of Walpole a hundred years earlier, of Gladstone, of Hayne and of Douglas in their time: "That is unanswerable." The associates of the masters, like the associates of Walpole and Douglas, ralled about their champions, but the disinterested public went with Mr. Mann as it had gone with Mr. Lincoln in the Douglas debates. He had made a crisis and his Seventh Report was an immortal document; opposition to the normal schools was never more to be heard in the land and oral instruction, the word method and less corporal punishment were certain to come to the Boston schools. He who magnifies those great opposing documents helps to give the crisis maker his place upon the throne.

STATESMAN OR POLITICIAN

When Mr Mann left law and politics for an educational career he lost caste politically. His influence waned. He was not sought for campaigning, and the Legislature where he had served for many years heeded his pleadings little more than those of the stranger. Before the echoes of the controversy had died away Mr. Mann was selected from Daniel Webster's Congressional district to take the seat in Congress made vacant by the sudden death in the House of ex-President John Quincy Adams and that from a district in which he had resided but a short time. It was an honor such as has rarely come to an educator.

From the first he attracted attention in Washington because of his reputation and forensic power. He had been in Congress but a little time when Mr. Webster delivered his famous—many thought infamous—seventh of March speech in which he outraged the public sentiment of Massachusetts. What Mr. Webster thought sure to add to his political prospects and to the business advantage of Boston was interpreted to his disadvantage. Mr. Mann seized the occasion for heroic action. He reasoned, as he afterwards admitted, that, with the feeling against Mr. Webster because of his speech, he would not venture to be a candidate for re-election; if he did, defeat was certain. In view of these conditions Mr. Mann made a vigorous, keen, severe attack upon Mr. Webster which angered that statesman as nothing in his experience had done before. This was due partly to the fact that it came when he was unprepared to meet it and partly because of the audacity of the man, and as he thought, impropriety of the junior congressman administering a rebuke to the senior senator.

The best laid plans sometimes come to naught. At this juncture President Taylor died, Mr. Fillmore succeeded him, Mr. Webster was made Secretary of State and became to all intents and purposes the administration with all the patronage for New England at his disposal. Nothing could have been worse for Mr. Mann. The condemnation was now directed to him and criticisms, public and private, were showered upon him. When his term expired and he was up for re-election Mr. Webster and the entire party machinery worked against him with such vigor that he lost the renomination by a single vote. He declared himself an independent candidate, spoke in every village and hamlet in the district, and was elected over the regular nominee by a large vote. This was a personal triumph for Mr. Mann, but for Mr. Webster it was a personal rebuke which he felt keenly.

Mr Mann's congressional record was eminently creditable and demonstrated his statesmanlike qualities. At the close of the regulation term in Congress he was made the candidate of the new party of Sumner, Wilson, Burlingame and others for governor. There was no possibility that year of his election and he put no heart into the campaign. His nomination was made by Henry Wilson and seconded by Anson P. Burlingame in speeches that were among the noblest tributes ever offered a candidate. With this defeat he retired from the political arena.

AT ANTIOCH COLLEGE

An inscrutable Providence or a cruel fate led Mr. Mann at the age of fifty-six to accept the presidency of Antioch College, Yellow Springs, Ohio, and attempt the impossible under conditions that chafed and rasped him for the remaining years of his eventful life.

In America there are two sad pictures, an educator out of place at fifty-six and a politician out of a job at any time. Mr. Mann's defeat for the governorship, although in no sense a surprise, left him with no immediate political future, and he may be pardoned if he did not see any educational attractions in New England. Had he rested for a few months many choices would probably have been presented. The lecture platform, the literary arena or any one of many educational positions might have been available, but the friends of Antioch College had enlisted his sympathies, appealed to his self-sacrificing devotion, magnified the possibilities, misrepresented—let it be hoped unintentionally—the reality, and he took his family out of Massachusetts that he had blessed into an institution, community and conditions which were at that time ill-adapted to him.

Religiously, educationally, politically, socially, philanthropically he was misplaced. His friends have sometimes heaped abuse upon the men and the community that wore him out

completely in six years, wrecking him physically and shading every hour of those last years, but it is probable that he was as great a burden to them as they were to him. It is useless to censure, but much charity is required for a worshipper at the shrine of Horace Mann to see his family literally "dumped" homeless and friendless upon the debris of that college yard with no house in the town, no rooms in the building ready for, or approaching readiness for, wife and children, and that was really as bright a day as he saw until his beautiful translation to the Land Immortal from the bosom of his family, August 2, 1858.

He was misplaced but he could not, would not retreat, and against the advice of all friends he stayed and hoped against hope, sacrificed religious ideals, personal comforts, home privileges and continued to bury the money of his friends. He fought opposition in an arena where he was at every disadvantage until at the age of sixty-two his spirit seemed to float away in a delightful vision and a glorious inheritance remained for the widow and orphan of one of the most beautiful, grand and noble characters that has blessed this land.

A fractional part of the energy, wisdom, devotion that were wasted at Antioch would have immortalized him as a college president at Williams or at Oberlin, but the history of education has gained much from the failure of his party to win in the gubernatorial contest of 1852 and from the failure to establish an educational institution of national fame in southeastern Ohio, for from the public mind the last ten years of his life have faded from memory and all that remains to be more and more glorified are the ten years of sacrifice and devotion, of heroism and wisdom, of talent and genius with which the schools of Massachusetts were blessed as have been the schools of no other commonwealth. In front of the State House, in storm and sunshine, as a work of art, stands a noble statue of a grand man, but a fitter memorial is the manhood and womanhood of Massachusetts, all the brighter and better because of the life, the labor and the love of

HORACE MANN.

Time has placed Horace Mann upon the educational throne. In the grounds in front of the State House stand two statues—one of Daniel Webster and the other of Horace Mann, the only person in Massachusetts whose antagonism in speech and politics led to Mr. Webster's thorough discomfiture. Their differences are forgotten, and admirers of the statesman-orator and of the statesman-educator honor them equally. Mr. Mann's statue is in the most commanding spot in the city of Boston where his fame is at its height and the Boston masters of half a century have been rearing immortal monuments to the wisdom and devotion of the greatest educator of his time. Nowhere are his praises sung more spiritedly than by the schools in which children are ennobled and inspired intellectually and morally by the Boston masters and their corps of assistants. As the statues of Webster and Mann stand side by side, placed there by the same authorities, admirers of both, so the Boston schools of today are monuments to Mr. Mann and the masters who are alike respected for their service. The men of Massachusetts in this hour of her commercial, educational and civic grandeur are the "next generation"—the clients of Horace Mann.

A SMILE

SIVORI LEVEY

There are many sad occasions when Grief will have its way;
There are moments when the Sun above is hidden from the day;
But in face of tears, in spite of cares, there's room here all the while
For the one who has the courage, and the willingness, to smile.

A Smile is like a little stone that's dropped into a lake—
The ripples start, and happier and wider circles make;
And its influence is best marked when it's found, after a while,
That it's taught some over-burdened heart the happy way to smile.

It's so easy to be spiteful; it's so simple to be blind—
But you'll find it's just as easy and as simple to be kind;
An unkind word will take effect, and last for quite a while,
But it can't compare to the effect resulting from a smile.

The little look of sympathy, the little word of cheer,
Are precious gifts, that we can never have too much of here;
So hide away your little cares and troubles for awhile,
And brighten this old world of ours by showing it a smile.

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This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

On April 1 graduate fellowships for study in Belgium for 1925-26 will be awarded. These scholarships were established to commemorate the work of the Commission on the Relief of Belgium and to insure closer relations between that country and America.

Each fellowship carries a stipend of 15,000 francs plus tuition fees, payable in Belgium, and first class traveling expenses to and from the University in Belgium. The fellowships are open to men and women, and are tenable for one year. Preference in selection is given to applicants between the ages of twenty-five and thirty-three who are unmarried and who intend to take up teaching or research as a profession.

Fellows may choose the Belgian University or technical school in which they desire to study and in special cases may enroll at more than one university.

In addition to being an American citizen in good health a candidate to be eligible must have a thorough reading and speaking knowledge of French, be capable of independent study or research and have definite plans for his proposed work in Belgium.

The number of fellowships is limited to six, and applications must reach the committee by February 15.

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The University of Minnesota has announced that any fraternity will be put on probation when the average mark of its members falls below "C." During the past year the fraternity averages have dropped badly. The fraternity men have generally averaged a little higher than their non-fraternity brothers.

The new college playhouse of Middlebury College was opened January 22.

Cornell reunion classes will hereafter compete for two cups to be awarded each year to the class which has the largest proportion of its members at the June meeting and to the class with the largest numerical representation.

A total of 359 students from New England States in the various schools of the University of Pennsylvania is shown in a revised list of enrollment figures just made public. The total enrollment, 15,285, which includes the summer school and extension classes, is the largest in the history of the University.

Forty-four foreign countries and territories are represented with a total of 205.

The annual report of the Commission on Inter-racial Co-operation, just published, gives encouraging evidence of the increasing interest of the South in the welfare of its colored population. This commission has been rightly called "the world's greatest adventure in good-will." The report declares that the effort to secure better educational facilities for negroes has always been an important part of the work of the inter-racial committees. The following are examples of what has been accomplished:—

Georgia—Completion of $1,250,000 negro school building program in Atlanta.

Kentucky — The Kentucky State Committee succeeded in writing into the bond issue authorized by the legislature and to be voted on by the people, a provision that a million dollars of the proceeds be applied to State schools for the higher education of negroes.

Tennessee—Five new school buildings erected in Memphis at a total cost of $350,000 and a new $250,000 high school to be built.

Alabama—High school and several modern rural schools, one costing $38,000, erected in and around Mobile.

At the meeting of the New England Alumni of Cornell University, in Boston, January 23, the president, Dr. Livingston Farrand, outlined the dangers involved in limiting the number of students admitted to colleges and universities. Although he believed limitation to be necessary, he noted that there was danger of creating a privileged class, a condition that might insidiously undermine American democracy. Concerning the youth of today, he said: "I think that I can see at Cornell that the youth of today is more thoughtful, more concerned with things worth while and with what they are going to do in future years, than were the young men of fifteen, thirty or forty-five years ago."

The Connecticut College for Women has decided to introduce a course in "The Vocation and Art of Living," which it is expected will have an important effect on the understanding of what the successful management of a home involves.

The National Kindergarten Association has recently printed "The Kindergartner's Creed" by Randall J. Condon, formerly superintendent of schools of Cincinnati, Ohio, and now editor of The Atlantic Monthly.

Persons interested in promoting early education may obtain copies of these and other kindergarten leaflets by addressing the National Kindergarten Association at 8 West 40th street, New York City.

At a recent meeting of the American Society of Newspaper Editors a resolution was adopted which commended well established Schools of Journalism, which offer courses leading to a degree and are likely to develop into graduate schools, but the resolution declared, in substance, that so-called "courses in journalism" in higher institutions are not serving a useful purpose. Students are tempted to take such courses at the expense of the training in fundamentals which a regular college course is adapted to give.

Educators do well to note this emphasis of fundamentals by the editors of the country.

By the will of Mrs. Kate S. Richardson, who died in New Haven, January 18, bequests totalling more than $1,000,000 were made to charitable and other public institutions. Among these bequests was $100,000 to the Peabody Museum at Salem, Mass. This is one of the notable institutions of the state on account of its wealth of exhibits adapted to throw light upon the development of the commerce

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and industries of New England. This gift will enable the trustees to make much needed additions to the facilities of the museum.

The Lowell (Mass.) Courier-Citizen proposes that the handsome structure of stone and cement which connects Cambridge with Boston, generally known as the West Boston Bridge, be officially named Longfellow Bridge. The name may be appropriate, but it should be noted that this is not the successor of the "bridge at midnight" to which reference is made in the well known poem.

William T. Miller, principal of the Washington Irving Intermediate School, Roslindale, Massachusetts, has been awarded the first prize for Massachusetts in the essay contest conducted last September in connection with the observance of New England week. Mr. Miller has already won several prizes for essays, among them being first prize for the best of several hundred submitted from various states in 1918 on "Why the United States is at War with Germany" and another on safety lessons conducted by the highway education board.

Plans have been completed for the new dormitory of Yale University which will be constructed opposite the Memorial Quadrangle. The dormitory will be a fire-proof building housing 137 students.

The University of Indiana, located at Bloomington, has extension classes in fifty different cities. The branches of the University in Indianapolis, including the School of Medicine, the Nurses Training School and the Extension Centre, have a total enrollment of 1,600.

At the meeting of the Department of Superintendence, Cincinnati, February 22-26, the U. S. Bureau of Education will display an exhibit showing an extensive study of the platoon school problem.

MEETINGS TO BE HELD

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.

22-26: Department of Superintendence, Cincinnati, Ohio.

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